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ABSTRACT

The model for delivery of art education in the Orange County (Florida) Public Schools addresses both cognitive and affective skill development. An evaluation conducted in 1992 addressed the effectiveness of art education, the needs and concerns of art educators, and student attitudes toward art. Procedures used consisted of classroom observations, staff development visits, principal interviews, and art teacher and student surveys. Interviews were conducted with 18 school administrators and 4 new art teachers. A survey of 1,291 fifth and ninth graders assessed student attitudes toward art. Surveys of 48 art teachers indicated educator responses to the program. Program objectives for art education were appropriate based on the literature reviewed and the needs of the district, and the operational guidelines were satisfactory. All teachers reported addressing program objectives, including those for integration of art with other disciplines, in their classes. Student attitudes toward art were generally positive. Some concerns were aired regarding facilities and equipment, particularly in the high schools where the ability of students to support the art classes through fees paid was observed to be related to the quality of the program offered. Three tables present study data. Four appendixes contain: (1) the principal interview form; (2) the art teacher survey; (3) the new teacher interview form; and (4) the student survey concerning attitudes toward art. (SLD)

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# ART EDUCATION

## PROGRAM EVALUATION REPORT
June 1992

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## TABLE OF CONTENTS


| | Page |
|---|---|
| EXECUTIVE SUMMARY | iii |
| PURPOSE OF EVALUATION | 1 |
| RELATED DISTRICT GOALS | 1 |
| PROGRAM DESCRIPTION | 1 |
| EVALUATION QUESTIONS | 5 |
| PROCEDURES | 5 |
| RESULTS, CONCLUSIONS, AND RECOMMENDATIONS | 6 |
| APPENDIXES | 22 |

# ART EDUCATION

## Executive Summary

**Prepared by Roberta Rodriguez Thomas**

**June 1992**

In the Orange County Public Schools, the paradigm for the delivery of Art Education addresses both cognitive and affective skill development. In the process of making a product, students are introduced to creative problem solving, communication skills, aesthetic valuing, and the development of self-awareness, cultural awareness, and perceptual awareness. Equally as important are the development of student positive self-concept, self-discipline, and an appreciation of others and the environment. The implementation of art activities at each school is intended to reflect the natural integration of other disciplines such as language arts, mathematics, science, social studies, physical education, and music into art.

The scope of the evaluation addressed the effectiveness of art education, the needs and concerns of art educators, and student attitudes toward art. These issues were studied at the elementary and secondary levels.

Procedures used in the evaluation consisted of observations, visitations, interviews, and surveys. Interviews were conducted with school administrators and new art teachers; surveys were conducted with art teachers and students. The student survey was an attitude toward art measure. The Superintendent for Secondary Education and the Program Specialist for Art Education assisted in advising the program evaluator throughout the evaluation process.

## GENERAL CONCLUSIONS

The program objectives for art education were found to be appropriate based on the literature reviewed and the needs of the district; the operational guidelines were found to be satisfactory. Most of the teachers surveyed indicated that art teachers are providing an art education program consistent with the philosophy and design of the program described in the program handbook and supported by the literature.

Relative to other disciplines contained in the curriculum which focus on cognitive development, the appropriate descriptors of an art program (i.e., teacher self-disclosures) were found to be balanced in developing the student both affectively and cognitively. All teachers who responded via survey reported addressing the program objectives in their instruction. The application of technology in art was the program objective most frequently reported as not achieved by the teacher-respondents. Student attitude toward art was reported to be positive.

While the district-level management of art education was reported to be satisfactory, concerns were reported regarding facilities and equipment, that is, the air quality in photography, pottery, and jewelry-making classrooms and the safety maintenance of kilns. Regarding materials and supplies, in the high schools, the ability of the students to support art classes through fees paid, was observed to be related to the quality of the program offered.

## EVALUATION QUESTIONS, FINDINGS, AND RECOMMENDATIONS

Six questions were used to evaluate art education. Each question along with the primary findings and recommendations is included in this section.

1. **Are the program objectives appropriate as determined by literature reviews and the needs of the OCPS?**

   Findings

   The Art Education objectives were found to be consistent with and supported by the literature reviewed. School administrators reported that the objectives were addressing the needs of the school, that they were global, and they reflected the program purpose to relate art education to the whole educational experience. Almost all of the art teachers who responded to the survey reported the Art Education objectives to be appropriate. When asked to make recommendations regarding additions and deletions to the objectives, teachers focused on the need to address careers in art, aesthetic development, and art history; elementary teachers recommended the deemphasis or deletion of the technology objective because of the difficulty in achieving this objective at the elementary level.

   Recommendation

   Consideration should be given to modifying the objectives for the Art Education Program as recommended by the art teachers.

2. **Are there satisfactory operational guidelines that include the program objectives, and are they available to all personnel in the program?**

   Findings

   Art teachers who have used the K-12 Art Educators Handbook (Wassil, 1989) and supplements have found them to be helpful. They recommended adding additional instructional units to the handbook annually. The handbook was found to be very thorough when reviewed by the program evaluator. The style that Mr. Wassil has selected in writing the handbook communicates a clear message and stimulates and maintains the interest of the reader. The quality of writing is superior.

   Recommendation and Commendation

   1. The high standard of quality reflected by the K-12 Art Educators Handbook (Wassil, 1989) and supplements should be applauded and used as a model for other district handbooks.

   2. Consideration should be given to updating the handbook annually with additional instructional units.

3. **Is the program being implemented according to its design?**

Findings

Almost all of the art teachers who responded to the survey were found to be providing an Art Education Program consistent with the philosophy and design of the program described in the program handbook and supported by the literature. Relative to other disciplines contained in the curriculum which focus more often on cognitive development, the art program was found to be balanced in developing the student both affectively and cognitively.

Recommendation

Efforts should be continued to identify and assist art teachers needing to develop a creative environment for the expression of student ideas through art.

4. **To what degree does the program meet its objectives?**

Findings

The level of achievement of program objectives reported by art teachers should be considered a conservative estimate of their classroom accomplishments. Their comments suggest that art teachers are very critical of themselves; they place rigorous demands on themselves which are very difficult to achieve.

While art teachers reported more often fully meeting the needs of students in creative development, cognitive development, and physical development, fewer teachers reported fully meeting the needs of students in social development, emotional development, and in the evaluation of art education. Only in the area of technology, did teachers report a concern that they were not achieving the program objective.

At the elementary level, the reasons reported by principals regarding why the objectives of the Art Education Program were partially met were because the teacher was new or that the school was new. In both situations, the time to develop program comprehensiveness and depth was a major factor. At the middle school level, the principals were concerned about the abilities of the teachers to deliver the services defined by the objectives. At the high school, the concern focused on funding and the ability to offer art classes to all students who needed the success-oriented offerings provided through art education.

Recommendations

1. Efforts should be taken to assist teachers in the achievement of Objective F: To develop an understanding of technology and provide students with access to emerging technology in art.

2. Efforts should be continued to assist art teachers in the achievement of the program objectives.

5. **What are the attitudes of students toward Art Education?**

Findings

The student attitude toward art survey indicated that the attitude of elementary and middle school students about art education is positive. Students were most positive when rating the statement "I like art class." Elementary school students were slightly more positive about art education than middle school students.

Of the statements rated in the attitude survey, the lowest rating was assigned to the following statement: "My art teacher and I discuss my progress in art class." This lower rating may suggest that art teachers should place more instructional emphasis on developing student awareness of progress in the art class.

Recommendation

Consideration should be given to encouraging art teachers to place more instructional emphasis on developing student awareness of assessing their own progress in the art class.

6. **Is the environment -- including management, facilities, equipment, supplies, and material -- satisfactory for providing art education?**

Findings

The management efforts of the art specialist in support of classroom art teachers were reported to be satisfactory; teachers complimented the specialist on his efforts and reported wanting to consult with him more frequently. Art teacher suggestions to further develop and enrich the program reflected deliberation regarding implementation and were determined to be viable.

Although adequate space is a concern of some art teachers and was observed as a concern during visitations, art teachers, in general, feel that the classroom facilities are satisfactory. Concerns regarding the placement of equipment within the facility, furniture, and teachers floating from one classroom to another were cited, specifically. Teachers of photography, pottery, and jewelry making at the high school level were concerned about air contamination from the art-making process. While most of the teachers reported the art equipment to be satisfactory, safety regarding kilns was expressed as a concern during classroom visitations.

Most of the teachers reported that their material and supplies for art were satisfactory. Although they report their per pupil allotment from the school budget to be meager, they reported supplementing their budget with school art sales and monies from businesses, PTAs, and their own money. Art teachers also reported being resourceful in obtaining free materials from private businesses. In the high school, the ability of the students to support art classes through fees paid, was observed to be related to the quality of the program, that is, the depth of study within a course and the range of courses offered in the school.

Recommendations

1. Teacher recommendations to further develop and enrich the program should be addressed by the program specialist.

2. Teacher concerns regarding classroom facilities should be addressed by the program specialist.

3. Consideration should be given to developing an annual environmental compliance review in art classrooms where the art-making process may contribute to air contamination.

4. Consideration should be given to testing all art classroom kilns to ensure that they are functioning safely.

5. Efforts should be taken to equalize the quality and comprehensiveness of art education programs offered at the high schools so that they are more similar across schools and less a function of the students' ability to pay for the course materials and supplies.

## ART EDUCATION

## PURPOSE OF EVALUATION

The purpose for conducting the evaluation of Art Education in kindergarten through Grade 12 was threefold: (a) to assess the effectiveness of Art Education; (b) to identify the needs and concerns of Art Educators; and (c) to determine student attitudes toward Art Education. These purposes were determined with the assistance of the Associate Superintendent for Secondary Education and the Program Specialist for Art Education.

## RELATED DISTRICT GOALS

Goal 1: To enable all students to succeed in school and their chosen careers to develop positive self-esteem, and to be responsible citizens

Goal 2: To staff schools and district-level departments with quality personnel and improve the job performance and job satisfaction of all employees

Goal 3: To enhance involvement in the educational process and communications among students, staff, parents, the school board, and the community; and to improve multicultural relations districtwide

Goal 4: To improve the learning environment by providing appropriate support services to schools

## PROGRAM DESCRIPTION

### Legal Basis

The legal basis for Art Education is found in the Florida School Code. At 230.2312, the Florida Primary Education Program, (1) (a), the legislative intent for kindergarten through Grade 3 states that "it is the finding of the Legislature that a comprehensive prescriptive program of primary education ... is needed in order to improve the results of public education in [Florida]" (p. 91). At (b), the law states that "instruction shall be made available for all students in the program in the ... basic subjects of language arts, mathematics, problem solving, science, social studies, physical education, music, and fine arts" (p. 91).

At 230.2319, the Florida Progress in Middle Childhood Education Program (PRIME), states that

> by the beginning of the 1986-87 school year and each year thereafter, each district school board and laboratory school shall implement a pupil progression plan, which provides for the regularly scheduled study of mathematics, science, language arts, reading, art, music, and social studies by all students in Grades 4 and 5. [It also states that for Grades 6 through 8] a series of experiences shall be provided for student development through exposure to experiences ...

> selected from, but not limited to, ... art, music, foreign languages, exploratory vocational education, and health. (p. 108)

In addition, laws having an influence on Art Education, such as the "Fine Arts Awards Program" (ss 233.0678) and "Art or craft material; approved materials lists" (ss 233.505) were found in the Florida School Code.

For Orange County, school board policy addresses art education in the pupil progression plan for elementary school, middle school, and high school. At the elementary level, the policy states that

> the requirements for pupil progression for the elementary schools shall provide for the continuous progress of all students. The elementary education program will provide regularly scheduled instruction in mathematics, science, language arts, reading, art, music, social studies, and physical education. Computer literacy will be taught in each elementary school. Critical thinking skills will be incorporated in the context of mathematics, science, language arts, reading, and social studies. (Orange County School Board Policy, 5121(a), 1989)

It should be noted here that art is not considered a content area for the application of critical thinking skills and yet art criticism is considered an important part of art education at all grade levels. Therefore, the OCPS Art Education philosophy is not consistent with the above quoted section of the pupil progression plan.

Purpose

Although skill instruction is very important in the scope of what is taught in art education in the Orange County Public Schools, the development of student positive self-concept, self-discipline, and an appreciation of others and the environment are equally as important.

Art Education in the Orange County is offered by art specialists, teachers who are specially trained to provide instruction in art production or studio art, involving the appropriate applications of art heritage, art criticism, and aesthetics. The implementation of art activities at each school reflect the natural integration of other disciplines such as language arts, mathematics, science, social studies, physical education, and music into art.

The OCPS art education philosophy embraces art as a discipline that follows a sequenced orderly progression of child development in a creative environment. The freedom to create is primary. As part of the learning process, art provides balance to develop the whole intellect. Art education promotes understanding of self, cultural and perceptual awareness, creative problem solving, communication skills, and aesthetic valuing. The concern for the continuously developing learner is the foundation of art education in Orange County.

Program Personnel

Program Specialist Art K-12 (1) - The Art Education Specialist is responsible for providing curriculum direction and instructional support to art education teachers in the elementary, middle, and high schools. He is also responsible for providing needed staff development activities at the district level.

Art Teachers (158) - Each art teacher is trained to provide art education at the school level to which they are assigned. Whereas art education at the elementary level is exploratory, the progression through high school can result is a student being highly specialized in one or more media. All teachers are certified by the Florida Department of Education according to the following certification requirements:

> 6A-4.0101 Specialization Requirements for Certification in Art (Grades K-12) - Academic Class Beginning July 1, 1990
>
> (1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in art which includes credit in two dimensional art, three dimensional art, and art history, or
>
> (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in art to include the areas specified below.
>
> (a) Twelve (12) semester hours in two-dimensional art such as drawing, painting, design, graphics, and photography,
>
> (b) Three (3) semester hours in three-dimensional art such as sculpture, ceramics, metals, textiles, woods, and plastics,
>
> (c) Six (6) semester hours in art history, and
>
> (d) Three (3) semester hours in aesthetics or art criticism.

School-level Offerings

In the elementary grades, students attend art class approximately once each week. They are exposed to a variety of media in which basic art concepts are developed. Each elementary school is allocated one art teacher; at least one school, has shared the position with two teachers who "job-share."

At the middle school, students are provided an opportunity to further express themselves through a variety of art media. They are enrolled in art classes for three, six, or nine weeks depending on the school and the specific grade level. Art classes in middle school are offered as part of the exploratory wheel at Grades 6 and 7 and as an elective class in Grade 8. Each middle school is allocated an art teacher; however, the allocation may be modified based on the design and development of the exploratory

offerings by the school administration (e.g., Meadowbrook Middle School has two art teachers).

At the high school, specialized art courses are offered which include painting, drawing, computer graphics, photography, jewelry making, printmaking, sculpting, and ceramics; art classes range in scope from basic classes to Advanced Placement classes. All high school students are required to accrue a full year of credit in courses which meet either the performing fine arts or practical arts criteria in order to graduate.

## PROGRAM OBJECTIVES

In reviewing the Art Education objectives the program specialist determined a need to revise the objectives making them more consistent with current research and educational reform and restructuring taking place in the Orange County Public Schools during the 1990-91 and 1991-92 school years. The following program objectives resulted from these efforts:

1. Socially (to develop):
   * an appreciation and an understanding of other cultures and mankind's artistic heritage
   * positive relations with others

2. Emotionally (to develop):
   * a positive self-concept while building confidence in personal uniqueness through the art process
   * self-control
   * perseverance

3. Creatively (to develop):
   * original thinking
   * imagination
   * visual, verbal, and non-verbal expression

4. Cognitively (to develop):
   * a wide range of thinking skills including problem solving and discovery
   * concepts, skills, and relationships to other curricular areas
   * a language that will assist in expressing, critiquing, and evaluating artwork

5. Physically (to develop):
   * perceptual-motor including eye-hand coordination
   * sensory awareness
   * continuity and sequence in skill development

6. Technologically (to develop):
   * an understanding and provide students with an access to emerging technology in art

7. Evaluation
   (through student portfolios and projects, written work, teacher observation, and student performance)

## EVALUATION QUESTIONS

The evaluation questions were developed in accordance with policies established in the Comprehensive Plan for Program Evaluation (OCPS, 1988), a district-developed series of planning activities, guidelines, and timelines for effective district program evaluations. The steps were as follows:

1. The evaluator became familiar with the literature relative to the program via the Educational Resources Information Center (ERIC), the Educational Research Service, Inc. (ERS), and information provided by the program specialist.

2. The evaluator sought information regarding the evaluation from the Associate Superintendent for Secondary Education who administers the delivery of Art Education services.

3. Next, the evaluator met with the program specialist to discuss the pending evaluation and possible relevant issues.

4. The evaluator drafted a set of evaluation questions which were discussed with the Associate Superintendent for Secondary Education and the Program Specialist for Art Education.

5. Revisions, additions, and deletions were made, and the resulting evaluation questions were submitted to the superintendent and his administrative staff for examination. Following their approval, the questions were finalized.

The following evaluation questions were used to guide the evaluation:

1. Are the program objectives appropriate as determined by literature reviews and the needs of the OCPS?

2. Are there satisfactory operational guidelines that include the program objectives, and are they available to all personnel in the program?

3. Is the program being implemented according to its design?

4. To what degree does the program meet its objectives?

5. What are the attitudes of students toward Art Education?

6. Is the environment -- including management, facilities, equipment, supplies, and material -- satisfactory for providing art education?

### Procedures

All procedures for the evaluation of Art Education were developed with the assistance of the program specialist. Prior to the implementation of the evaluation, the program specialist had collected information about the evaluation of art education programs; this information was helpful in the development of the following instrumentation.

Classroom observations. Art Education classroom observations were conducted in 18 schools: nine elementary schools, six middle schools, and three high schools. A

purposeful stratified sampling method was used; therefore, the range of instructional experiences of the teachers and the adequacy of the environments for providing art education allowed the evaluator to observe a variety of art education programs. The selected schools were Riverside, Killarney, Little River, Hiawassee, Azalea Park, Shenandoah, Maxey, Grand Avenue, and Wheatley elementary schools; Discovery, Southwest, Meadowbrook, Ocoee, Apopka, and Westridge middle schools; and Dr. Phillips, Winter Park, and Jones high schools.

Staff development visitations. The program evaluator attended staff development activities throughout the school year. These activities included training opportunities for art teachers as well as training opportunities for regular classroom teachers interested in infusing more art education into their curriculum.

Principal interviews (See Appendix A). Principal interviews were conducted with school administrators in the 18 schools reported above. The duration of the interview was approximately 30 minutes.

Art Education art teacher surveys (See Appendix B). Art teacher surveys were sent via the district courier system to each of the 158 art teachers. The surveys were color coded to identify the elementary, middle, and high school populations. Given a three week return cycle, 48 surveys were returned yielding a return rate of 30%. This return rate is considered low.

Art Education new art teacher interviews (See Appendix C). These interviews were conducted by the Art Education Program specialist with four art teachers new to the district. The duration of the interview was approximately 30 minutes. For some new art teachers, the interview was conducted in conjunction with instructional observations.

Art Education student attitude surveys (See Appendix D). Art student surveys were sent to the art teachers at the 18 schools identified by using the purposeful stratified sampling method. At the elementary school level, Grade 5 students participated in the survey; at the middle school level, Grade 8 students participated. One thousand two hundred ninety-one surveys were returned for analysis.

## RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

### Evaluation Question 1

Are the program objectives appropriate as determined by literature reviews and the needs of the OCPS?

### Results

The program objectives were developed by the Program Specialist for Art Education. They are listed on page __ of this document.

Literature review. To investigate the appropriateness of these objectives, a thorough review of the literature was conducted. Although little formal research has been conducted in the area of Art Education, many expert teacher-practitioners have written about empirically determined best practices based on their experiences and findings.

Many of the experts address meeting the social, emotional, and creative needs of students. For example, Wassil (1990, p. G-2) writes that "art education emphasizes the freeing process of self-expression, and not the final product. Good art is produced only through the artist's inner compulsion to find a personal excellence of expression." Similarly stated, Baker (1991, p. 7) suggests that "we must insure that art curricula lead students of all ages to understand that study in the visual arts is far more a matter of empowering human behavior rather than it is the reverential manufacture and study of 'aesthetic' objects." He states that aesthetic issues related to works of art are of little use ... to students unless they are well connected to their behavioral posture --- to how they think, act, feel, believe, and value."

The creative and cognitive needs of students as well as the need to evaluate their progress is reported to be very comfortably addressed in the Art Education class. Wolf (1988) states that "the lack of powerful qualitative information about student learning, thoughtful ways of using that information, and training for educators in this kind of assessment is a major gap in the way American educators go about indexing and studying student learning ... [and] she suggests that the arts might offer provocative answers to this problem" (p. 26). She sees the development of an art product as a portrait of the student's ability to formulate the project ... a microgenesis or unfolding of ideas within a particular project. This gives rise to portfolio development -- "a chronologically sequenced collection of work that records the longer-term evolution (the macrogenesis) of artistic thinking" (p. 27). The portfolio provides a wide sampling of work reflecting the student's abilities to pose and pursue worthwhile questions and a comprehensive basis for student evaluation.

Addressing the sensory needs of the student (i.e., related to Objective 5: Physical), Gardner (1988) posits that art

> production should be intrinsically linked to perception and reflection. He reports that perception means learning to see better, to hear better, to make finer discriminations, to see connections between things. Reflection means to be able to step back from both your production and your perceptions and say, What am I doing? Why am I doing it? What am I learning? What am I trying to achieve? Am I being successful? How can I revise my performance in a desirable way? (p. 32)

Although physical development in the sense of eye-hand coordination is less the focus of the art education programs offered at elementary school and middle school than at the high school where more sophisticated skill-focused art classes are offered. Art education does provide experiences which will further develop these skills. In speaking about art as the ultimate interdisciplinary subject, Wassil (1991, p. 1) states that "art, through the manipulation of materials, can provide [opportunities for the] development of motor abilities, coordination, spatial judgment, and improve manual dexterity."

The inclusion of a program objective related to technology was found to be consistent with the research in other areas of education which strongly advises maintaining an instructional posture commensurate with the technological advancements needed for success in the work world. Technology for art education is introduced for

student awareness at the elementary and middle school level whereas it may become an integral part of the curriculum in a more specialized high school course, (e.g., computer graphics).

Principal interviews. To determine if the objectives of the art education program were appropriate based on the needs of the schools, principals were interviewed. After perusing the objectives, each of the 18 school administrators reported that the objectives were not only addressing the needs of the school, but that the objectives were global and reflected the program purpose to relate art education to the whole educational experience.

Teacher surveys. Art teacher survey results also endorsed that the objectives of the art education were appropriate. Ninety-six percent of those who responded indicated that the objectives were appropriate. When asked what specifically they would add to the objectives, 12 teachers responded indicating the need to expand the objectives regarding careers in art (6), aesthetic development (3), art history (2), major trends in art education (1), the production of art and related safety procedures (1), the relationship of art to the total curriculum (1), the student role as a consumer of art (1), the contribution that technology can make regarding the development of imagination skills which are the roots of innovation (1), and creativity as a measurable aspect of intelligence.

When asked what they would delete from the objectives presented earlier, four elementary level art teachers responded. Three teachers reported the difficulty in trying to achieve the objective for technology whereby students are "provided access to emerging technology in art." Barriers to accomplishing this objective were reported to be the lack of access to equipment, the large numbers of students who participate in art, and the short amount of time that students participate in the art program each week. One teacher reported the need to change the evaluation objective from being teacher focused to being student focused, thus making it parallel with the other objectives. The intent would be "How does the student value?" and the development of the students ability to value. It would then be labeled "Evaluatively."

## Conclusions

The Art Education objectives were found to be consistent with and supported by the literature reviewed. School administrators reported that the objectives were addressing the needs of the school, that they were global, and they reflected the program purpose to relate art education to the whole educational experience. Although the return rate was low, 30%, almost all of the art teachers who responded to the survey reported the Art Education objectives to be appropriate. When asked to make recommendations regarding additions and deletions to the objectives, teachers focused on the need to address careers in art, aesthetic development, and art history while elementary teachers recommended the deemphasis or deletion of the technology objective because of the difficulty in achieving this objective at the elementary level.

## Recommendation

Consideration should be given to modifying the objectives for the Art Education Program as recommended by the art teachers.

Evaluation Question 2

Are there satisfactory operational guidelines that include the program objectives, and are they available to all personnel in the program?

Results

The art education handbook and all associated materials developed to facilitate the implementation of Art Education were reviewed by the evaluator. While the guide was produced in 1989, supplements to the guide have been developed as needed. More recent developments are "The Beginning Art Teacher" for new art teachers and the handbook supplement "Pre-K Early Childhood Art." Each art teacher is provided a copy of the handbook and its supplements.

Contained in the K-12 Art Educators Handbook (Wassil, 1989) are sections on (a) program development, (b) program organization, (c) art history, (d) publicizing the program, (e) sources and resources, (f) sequential skill development, (g) stages of development in art, (h) teaching exceptional children, (i) audio-visual support materials, and (j) sample lesson plans. Each section appears to be very thorough; the style that Mr. Wassil has selected in writing the handbook communicates a clear message and stimulates and maintains the interest of the reader. When comparing notes taken in the classroom observations and art teacher interviews with the various components of the handbook, it was apparent that teacher needs were addressed in the development of the handbook (e.g., fun activities, model lessons, and a lesson-plan format specifically tailored for art education).

When asked if they had used the handbook, 28 of the 30 elementary teachers who responded and the 5 middle school teachers who responded indicated that they had used the handbook and that they had found it to be helpful. Two elementary teachers did not respond to this survey question. Five of the teachers reported the need to add "teacher-tested" lesson plans each year. The comments regarding the handbook reflected that the elementary and middle school art teachers think it is of high quality. Four new art teachers reported that "The Beginning Art Teacher" supplement was helpful for organizing and managing their art program.

High school art teachers reported using the handbook less frequently than their elementary and middle school counterparts. Of the 13 high school teachers who responded to the survey, 5 reported not using the handbook, 1 reported using it but not finding it to be helpful, while 7 reported using it and finding it to be helpful. For two teachers not using the handbook, one reported focusing on state standards for their specific courses instead of using the handbook and one reported that the handbook is geared more for the elementary level. For those using the handbook, (a) one recommended adding "favorite lessons" like those from the summer art institute in Savannah; (b) one recommended adding new interdisciplinary material such as the studies on intelligence by Gardner at Harvard University and Betty Edwards' work on right-brain learning; and (c) one recommended adding units on understanding artistic achievements, styles, and characteristics of different cultures and increasing visual sensitivity in a day-to-day life.

## Conclusions

Art teachers who have used the K-12 Art Educators Handbook (Wassil, 1989) and supplements have found them to be helpful. They recommended adding additional instructional units to the handbook annually. The handbook was found to be very thorough when reviewed by the program evaluator. The style that Mr. Wassil has selected in writing the handbook communicates a clear message and stimulates and maintains the interest of the reader. The quality of writing is superior.

## Recommendation and Commendation

1. The high standard of quality reflected by the K-12 Art Educators Handbook (Wassil, 1989) and supplements should be applauded and used as a model for other district handbooks.

2. Consideration should be given to updating the handbook annually with additional instructional units.

## Evaluation Question 3

Is the program being implemented according to its design?

## Results

The teaching of the art process or the creation of the art experience for students requires a very different role for the teacher than other more traditional academic disciplines such as mathematics, reading, science, and social studies. Although the teacher in both situations is the class leader, instead of being the didactic controlling force expecting conformance to established rules of what is, for example grammatically or mathematically right or wrong, the art teacher is leader-facilitator in the creative process where a student's own decisions will determine the acceptance of a final product.

At the purpose statement presented earlier in this document are found descriptors which richly portray the philosophy behind this instructional process; descriptors which, in the objective sense for this evaluation, were used to identify the presence of the art process in the elementary, middle, and high schools. It states that (a) while skill instruction is important, developing student positive self-concept, self-discipline and an appreciation of others and the environment are equally as important; (b) the program should include art production, as well as the application of art heritage, criticism, and aesthetics, along with the natural integration of other disciplines; (c) the discipline of art education should follow a sequenced orderly progression of child development; (d) the freedom to create is primary and should address developing the whole intellect, promoting an understanding of self, cultural and perceptual awareness, problem solving, communication skills, and aesthetic valuing; and (e) the program should be geared to the continuously developing student.

Information to investigate and document the existence of the art process was derived from the observations and interviews of art teachers along with the art teacher survey responses. Notes and surveys were reviewed to identify the descriptors (a) through (e) presented above. In the observation/interview process, all but one teacher was observed to present the art lessons consistent with the descriptors. Seventeen of the art teachers presented creativity-inspiring activities which emerged from an art principle.

In the one unique situation, students were encouraged to duplicate a project to be consistent with the model prepared by the teacher. This lesson was deemed to be inappropriate in that students were found to copy the teacher's example instead of using the process to create an original product. From the analysis of survey results, 39 of the 48 teachers (81%) reported evidence of the descriptors when they were asked to respond to the following statements:

1. Briefly explain how your lesson plans have evolved including how you address the developmental needs of your students.

2. Briefly explain what you hope your students will achieve as a result of their experiences in your art class(es).

The results of the analysis are presented in Table 1.

Table 1

Frequency of Appropriate Descriptors of Art Education Classes Reported by Elementary (E), Middle (M), and High (H) School Art Teachers

| Descriptors | School Levels E (N = 30) | M (N = 5) | H (N = 13) |
|---|---|---|---|
| Sequenced orderly progression of child development | 21 | 4 | 8 |
| Self-worth, appreciation of one's own uniqueness, developing one's individuality, and appreciation of others | 14 | 2 | 4 |
| Basic elements of design, perceptual-motor skill development, developing the senses, and communicating about art | 11 | 2 | 3 |
| Art heritage including cultural awareness, cultural sensitivity, and cultural literacy, which assist students in viewing the world in different ways | 12 | 3 | 3 |
| Introduction to a variety of media and materials, projects, and processes | 10 | | 3 |
| Critical thinking skills, problem solving, and cognitive development | 11 | 1 | 1 |
| Creativity and Experimentation | 8 | 3 | 2 |
| An appreciation for and a life-long love of art | 6 | 1 | 6 |
| Curriculum integrated with other disciplines | 11 | | |
| Self-confidence | 7 | 2 | 1 |
| Valuing and developing a sense of value for art | 7 | 1 | 1 |
| Career awareness | | 1 | 3 |

## Conclusions

Approximately four-fifths of the art teachers who responded to the survey were found to be providing an Art Education Program consistent with the philosophy and design of the program described in the program handbook and supported by the literature. Caution is taken in generalizing to the population of art teachers because the survey return rate was low (30%).

Relative to other disciplines contained in the curriculum which focus more often on cognitive development, the appropriate descriptors of an art program were found to be balanced in developing the student both affectively and cognitively. For example, in

making a fabric collage to learn more about texture and color, a student can develop self-worth, self-confidence, and valuing skills through critical-thinking and problem-solving activities.

Recommendation

Efforts should be continued to identify and assist art teachers needing to develop a creative environment for the expression of student ideas through art.

Evaluation Question 4

To what degree does the program meet its objectives?

Results

As reported earlier, the principals interviewed found the objectives of the Art Education Program to be appropriate. After spending some time in perusing and thinking about the objectives, seven of the nine elementary principals, reported the program objectives to be fully met. The two principals who reported that the objectives were partially met indicated that the teacher was new (1) or that the school was new (1). Both situations were felt to have affected the comprehensiveness and depth of the program offered. While four of the six middle school principals interviewed reported that the program objectives were fully met, two of the six principals reported that the program was partially meeting the objectives stated. Their concerns focused on the ability of the teachers to provide the services defined by the objectives. At the high school level, one assistant principal reported that the objectives of the program were fully met while the other two reported the objectives to be partially met. The concerns of the latter two assistant principals focused on funding for the programs and offering services to all students who need the program. They reported that many students may not be successful in the traditional academic subjects at the high school level and that the art classes may be an alternative for providing a successful experience for them.

In the survey, art teachers were asked to rate their perceived level of achievement for each of the program objectives. The following table contains the findings.

Table 2

Numbers (and Percentages) of Art Teachers Reporting Levels of Achievement of the Art Education Program Objectives

| Objective | Levels of Achievement | | |
|---|---|---|---|
| | Achieved | Partially Achieved | Not Achieved |
| Objective A<br>To develop socially (a) an appreciation and an understanding of other cultures and mankind's artistic heritage and (b) positive relations with others | 23 (50) | 23 (50) | |
| Objective B<br>To develop emotionally (a) a positive self-concept while building confidence in personal uniqueness through the art process (b) self-control, and (c) perseverance | 24 (52) | 21 (46) | |
| Objective C<br>To develop creatively (a) original thinking; (b) imagination; (c) and visual, verbal, and non-verbal expression | 31 (67) | 14 (30) | 1 (2) |
| Objective D<br>To develop cognitively (a) a wide range of thinking skills including problem solving and discovery; (b) concepts, skills, and relationships to other curricular areas; (c) a language that will assist in expressing, critiquing, and evaluating artwork | 29 (63) | 17 (37) | |
| Objective E<br>To develop physically (a) perceptual-motor including eye-hand coordination, (b) sensory awareness, (c) continuity and sequence in skill development | 29 (63) | 17 (37) | |
| Objective F<br>To develop an understanding of technology and provide students with access to emerging technology in art | 4 (9) | 28 (61) | 14 (30) |
| Objective G<br>Evaluation through student portfolios and projects, written work, teacher observation, and student performance | 23 (50) | 23 (50) | |

In transcribing the data from the survey, the evaluator analyzed the comments associated with the ratings. These comments suggest that art teachers are very critical of themselves; they place rigorous demands on themselves which are very difficult to

achieve. For example, if every student had not met an objective, the art teacher was more inclined to report that the objective was partially achieved than fully achieved.

These data indicate that, for each teacher who responded to the survey, the program objectives are being addressed and students are working toward achieving them. Only in the area of technology, Objective F, did teachers (30%) report a concern that they were not achieving the program objective.

Art teachers were also asked how the district-level program specialist could assist their efforts to fully achieve the program objectives. Their responses indicated that they were aware of what the program specialist could and could not influence. For example, they reported that smaller classes, more time with students, more materials, support from other teachers and administrators, motivated students, and more money allocated to the program would assist them in their program development; however, they indicated that this extended beyond the role of the program specialist. To assist them in achieving the program objectives, they recommended that the program specialist promote the need for the arts with the principals (3); assist principals with managing class loads, scheduling students, and planning the budget for art education (3), assist the principal in addressing the impact of exceptional education students participating in the mainstream for art education (1); and communicate the program objectives to the school advisory committee (1). One teacher recommended looking at "what works" in other large school districts.

Teachers responded more often regarding how the program specialist might assist them with the achievement of Objective F than any other objective. Objective F states: To develop an understanding of technology and provide students with access to emerging technology in art. Some teachers asked that the program specialist assist them in obtaining computers and other technology for graphic arts (9), while others asked for computer access with art software for computer graphics (5). Whereas one group of teachers requested computer training in graphic arts (3), another group requested a more gradual approach asking that the program specialist develop workshops and provide materials to introduce technology for their level (elementary) (5); one teacher reported that receiving information regarding Objective F would satisfy the instructional need.

Comments regarding how the program specialist might assist with the evaluation of student art products, Objective G, were also cited. For this area, art teachers recommended that the art specialist provide "organizing tips on how to handle vast amounts of paperwork" (1) and that evaluation methods should be reviewed more often (1). Other recommendations addressed for the program specialist included (a) helping teachers to obtain resources (3), (b) being more accessible and visiting the schools more frequently (2), (c) providing workshops on teaching exceptional education students (Objective D) (2) and maintaining student self-control in a creative environment (Objective B) (2), (d) requiring more consistency in following the curriculum (1), and (e) providing more content information regarding other cultures (Objective A) (1).

## Conclusions

At the elementary level, the reasons reported by principals regarding why the objectives of the Art Education Program were partially met were because the teacher was new or that the school was new. In both situations, the time to develop program comprehensiveness and depth was a major factor. At the middle school level, the principals were concerned about the abilities of the teachers to deliver the services defined by the objectives. At the high school, the concern focused on funding and the

ability to offer art classes to all students who needed the success-oriented offerings provided through art education.

The level of achievement of program objectives reported by art teachers should be considered a conservative estimate of their classroom accomplishments. Their comments suggest that art teachers are very critical of themselves; they place rigorous demands on themselves which are very difficult to achieve.

Approximately two-thirds of the art teachers reported that Objective C: Creative Development, Objective D: Cognitive Development, and Objective E: Physical Development were fully met. The complement of art teachers reported that these objectives were partially met. Approximately one-half of the art teachers reported that Objective A: Social Development, Objective B: Emotional Development, and Objective G: Evaluation were fully met. Again, the complement of art teachers reported that these objectives were partially met. Only in the area of Objective F: Technology, did teachers report a concern that they were not achieving the program objective. Almost one-third reported that the objective was not met, and almost two-thirds reported that the objective was partially met. The teachers made recommendations regarding how the program specialist might assist them in the achievement of Objective F as well as other program objectives.

Recommendations

1. Efforts should be taken to assist teachers in the achievement of Objective F: To develop an understanding of technology and provide students with access to emerging technology in art.

2. Efforts should be continued to assist art teachers in the achievement of the program objectives.

Evaluation Question 5

What are the attitudes of students toward Art Education?

Results

The attitude of students toward art education was determined by the use of a student survey. Nine elementary and six middle schools which had been purposefully sampled to represent a range of art education interpretations and experiences were the sites for the selection of Grade 5 and Grade 8 students. These students were chosen because they were able to reflect on their previous experiences in toto at the elementary level (Kindergarten through Grade 5) and the middle school level (Grades 6 through 8). For the analysis, 1291 surveys were used.

In order to determine the attitude of students toward art, a student survey was developed by the art education program specialist and the program evaluator. The survey contains 12 statements which were rated by the Grade 5 and Grade 8 students. Although the response to the statements reflected an attitudinal posture on the part of the students, many of the statements also included information derived from the philosophy for providing art education instruction. "My art teacher and I discuss my progress in art class," for example describes interaction between the student and teacher and also indicates that the art teacher and student should discuss student progress. The results of the survey,

therefore, provided information about student attitudes and instruction consistent with the OCPS philosophy for delivering art education.

NCS forms were used to expedite the collation and analysis processes. A 5-point rating scale was used: (a) strongly agree was weighted 1; (b) agree was weighted 2; (c) unsure was weighted 3; (d) disagree was weighted 4; and (e) strongly disagree was weighted 5. The results are presented in Table 3, below.

Table 3

Student Attitude toward Art Survey Results Reported by Grade 5, Grade 8, and Total: Combined Percentages of Students Indicating Strongly Agree and Agree (SAA) and Mean (M) Scores

| | Grade 5 | | Grade 8 | | Total | |
|---|---|---|---|---|---|---|
| Statement | SAA | M | SAA | M | SAA | M |
| I like art class. | 90 | 1.51 | 80 | 1.84 | 86 | 1.65 |
| My art teacher and I discuss my progress in art class. | 60 | 2.39 | 61 | 2.41 | 61 | 2.40 |
| The art teacher helps me to see and develop things differently. | 77 | 1.86 | 73 | 2.05 | 76 | 1.94 |
| Most of the art activities have been interesting. | 85 | 1.71 | 76 | 2.00 | 81 | 1.83 |
| I practice art activities in my free time. | 63 | 2.40 | 59 | 2.57 | 62 | 2.47 |
| I find the art work of other people to be interesting. | 77 | 1.96 | 68 | 2.18 | 73 | 2.05 |
| In art, I get to use a lot of different kinds of materials. | 88 | 1.55 | 78 | 1.86 | 84 | 1.68 |
| I feel good when I am creating something in art. | 81 | 1.82 | 71 | 2.08 | 77 | 1.93 |
| Art is one of my best subjects. | 66 | 2.19 | 63 | 2.31 | 64 | 2.24 |
| I wish I could go to art more often. | 70 | 2.06 | 64 | 2.27 | 67 | 2.15 |
| I learn a lot in my art class. | 84 | 1.72 | 74 | 2.04 | 80 | 1.95 |
| Art is one of the things I enjoy most. | 71 | 2.04 | 66 | 2.24 | 69 | 2.12 |

These data indicate that the highest percentages of students at the two grade levels and for the total either strongly agreed or agreed that they liked the art class. The lowest percentages of students at the two grade levels and for the total that either strongly agreed or agreed were reported for the statement "My art teacher and I discuss my progress in art class. When the overall mean score was calculated for Grade 5, Grade 8, and the total, with the higher numerical score indicating a less positive attitude toward art, the scores were 1.93, 2.15, and 2.03, respectively. At the elementary level, student attitudes

were slightly more positive than those reported at the middle school level. In general, the attitude of elementary and middle school students about art education is positive.

Conclusions

The student attitude toward art survey indicated that the attitude of elementary and middle school students about art education is positive. Students were most positive when rating the statement "I like art class." Elementary school students were slightly more positive about art education than middle school students.

Of the statements rated in the attitude survey, the lowest rating was assigned to the following statement: "My art teacher and I discuss my progress in art class." This lower rating may suggest that art teachers should place more instructional emphasis on developing student awareness of progress in the art class.

Recommendation

Consideration should be given to encouraging art teachers to place more instructional emphasis on developing student awareness of assessing their own progress in the art class.

Evaluation Question 6

Is the environment -- including management, facilities, equipment, supplies, and material -- satisfactory for providing art education?

Results

District-level management. An analysis of the teacher-survey comments indicated that 31 of the 48 teachers (65%) either did not make suggestions regarding how the program specialist could improve support services to them or they were complimentary of the his work. The remaining 17 teachers (35%) recommended the following (a) that the program specialist be more available for answering questions (3), (b) that he be more available for visitations to schools (3), and (c) that a consistent plan for support to the schools be developed and communicated to the teachers (1). In addition to these recommendations the art teachers requested that the art specialist (a) develop a program for inviting visiting artists (3) and to use art teachers as staff development presenters (1), (b) make field trips more attainable again and update the list of field trips (2), (c) plan more community involvement to display the art work of students (2), (d) plan more workshops (2), (e) develop a means for teachers to rotate and share their talents across schools (1), (f) develop an art library (1), and (g) assist in getting more of the school administrators interested in art by continuing to stress the importance of fine arts education in the schools (2). Seventeen of the 18 principals interviewed reported the district-level management of the Art Education Program to be satisfactory. They reported that the art specialist is a good communicator, that he speaks frankly, has open rapport, has a deep-rooted concern for teachers and students, and is not reluctant to discuss problems with teachers. Examples of his assistance include ordering equipment, materials, and supplies for the schools; assisting in the design and planning the art suites for new construction; assisting in the selection of art teachers; providing quality professional orientation programs and staff development; and providing direct classroom assistance to teachers.

Facilities. Seventy-three percent of the teachers (35) reported that their classroom facility was satisfactory for providing art education. For those who reported concerns with the classroom facility, the foci of concerns were (a) inadequate space for students to work, for storage, and or for the display of student art work (12); (b) inadequate sink placement or size or the availability of running water (8); (c) teachers having to float from one classroom to another (5); (d) broken furniture, chairs (3) and tables (3); and (e) difficulties with having the necessary equipment (e.g., the kiln) permanently housed in a room other than an art room (1). One teacher reported that the new art portables are not equipped with bulletin boards or chalk boards. Concerns regarding space were also observed during art classroom visitations. Fourteen of the 18 principals interviewed rated the art facilities to be satisfactory.

In some art classrooms at the high school level, specifically photography, pottery, and jewelry-making, the air can become contaminated from the art-making process. The high school art teachers interviewed reported a concern about the quality of air in their classrooms; they reported being unaware of district efforts to test the quality of air or to maintain standards regarding air quality.

Equipment. Sixty-eight percent of the teachers (32) reported that their equipment was satisfactory for providing art education. The concerns reported focused on not having (a) the necessary tools (e.g., for sculpture and for drawing) (5), (b) computers for teaching computer graphics (2), and (c) workable kilns (1). Concerns regarding the safety of kilns which may not heat to the desired level were also reported by teachers during school visits. Fifteen of the 18 principals interviewed rated the art equipment to be satisfactory.

Materials and supplies. Seventy percent of the teachers (32) reported that their materials and supplies were satisfactory for providing art education. At the elementary and middle schools, the range for the amount of money available per student for materials and supplies was reported to be $.32 to $1.50 with supplementary funding provided by art classes making art work for sale (e.g., silk-screened school T-shirts, Parent Teacher Organizations, businesses, and the art teachers themselves. One art teacher reported spending over $500 annually from personal funds. In addition to securing funds for their programs, art teachers were observed to be very resourceful in obtaining materials and supplies from businesses; these materials and supplies included scraps of paper, fabric, and wood. One teacher reported frequenting a fish market on a regular basis to expand the student repertoire of wildlife subjects. Fifteen of the 18 principals interviewed rated the materials and supplies for the art program to be satisfactory even though the funds available for the program are limited.

At the high school level, the art program is fee supported by the students. Whereas the student cost of an art class was usually found to be approximately $15.00 per student, the photography class at one high school was $35.00 and required that the student provide a camera for use. At the high schools, the ability of students to pay for an art class, was observed to be related to the quality of the art education program. For example, the quality, as it relates to the depth of investigation within a specific medium (e.g., pottery or sculpture) and the variety of courses offered was related to student ability to fund the class.

## Conclusions

The management efforts of the art specialist in support of classroom art teachers were reported to be satisfactory and teachers complimented the specialist on his efforts. Because art teachers value their meetings with the specialist, they reported wanting to consult with him more frequently. Art teacher suggestions to further develop and enrich the program reflected deliberation regarding implementation and they were determined to be viable.

Although adequate space is a concern of approximately one-fourth of the art teachers and was observed as a concern during art classroom visitations, art teachers, in general, feel that the classroom facilities are satisfactory. Concerns regarding the placement of equipment within the facility, furniture, and teachers floating from one classroom to another were cited, specifically. Teachers of photography, pottery, and jewelry making at the high school level were concerned about air contamination from the art-making process.

Over two-thirds of the teachers reported the art equipment to be satisfactory. Safety regarding kilns was expressed as a concern during classroom visitations.

More than two-thirds of the teachers reported that their material and supplies for art were satisfactory. Although they report their per pupil allotment from the school budget to be meager, they reported supplementing their budget with school art sales and monies from businesses, PTAs, and their own money. Art teachers also reported being resourceful in obtaining free materials from private businesses. In the high school, the ability of the students to support art classes through fees paid, was observed to be related to the quality of the program, that is, the depth of study within a course and the range of courses offered in the school.

## Recommendations

1. Teacher recommendations to further develop and enrich the program should be addressed by the program specialist.

2. Teacher concerns regarding classroom facilities should be addressed by the program specialist.

3. Consideration should be given to developing an annual environmental compliance review in art classrooms where the art-making process may contribute to air contamination.

4. Consideration should be given to testing all art classroom kilns to ensure that they are functioning safely.

5. Efforts should be taken to equalize the quality and comprehensiveness of art education programs offered at the high schools so that they are more similar across schools and less a function of the students' ability to pay for the course materials and supplies.

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# APPENDIXES

**APPENDIX A**

**ART EDUCATION K-12 EVALUATION**

**PRINCIPAL INTERVIEW**

Principal: _____

School: _____

1. These are the program goals of the Art Education Program.

A. **Socially** (to develop): (a)(b)(c)(d)(e) ☐☐☐☐☐
- an appreciation and an understanding of other cultures and mankind's artistic heritage
- positive relations with others

---

B. **Emotionally** (to develop): (a)(b)(c)(d)(e) ☐☐☐☐☐
- a positive self-concept while building confidence in personal uniqueness through the art process
- self-control
- perseverance

---

C. **Creatively** (to develop): (a)(b)(c)(d)(e) ☐☐☐☐☐
- original thinking
- imagination
- visual, verbal and nonverbal expression

---

D. **Cognitively** (to develop): (a)(b)(c)(d)(e) ☐☐☐☐☐
- a wide range of thinking skills including problem solving and discovery
- concepts, skills and relationships to other curricular areas
- a language that will assist in expressing, critiquing and evaluating artwork

---

E. **Physically** (to develop): (a)(b)(c)(d)(e) ☐☐☐☐☐
- perceptual – motor or eye-hand coordination
- sensory awareness
- continuity and sequence in skill development

---

F. **Technologically** (to develop): (a)(b)(c)(d)(e) ☐☐☐☐☐
- an understanding and provide students with an access to emerging technology in art

---

G. **Evaluation** (a)(b)(c)(d)(e) ☐☐☐☐☐
(through student portfolios and projects, written work, teacher observation, and student performance)

(a) Are these goals appropriate for your school Art Education Program? (1) (2) (yes, no)

(b) How is the art teacher demonstrating the attainment of these goals?

(c) Do you see the transference of student behaviors taught within these goals to other academic areas?

(d) Are classroom teachers also working toward the attainment of these goals, or are they predominantly goals of Art Education?

(e) How would you rate the attainment of these goals? (1) (2) (3)
Rate them individually. (fully met, partially met, not met)

(f) Can you think of additional goals that need to be added?
Y N What are they?

2. What has been done to promote visual arts at your school?

_____

_____

What has been done to promote visual arts in the community?

_____

_____

3. How would you rate the district-level management services for Art Education?
Satisfactory _____ Needs improvement _____

_____

_____

4. In what ways do you involve the Art Education Program in the overall school program?

_____

_____

How have you been involved with the Art Education Program?

_____

_____

5. Do you see a role for Art Education in school reform? Y N

_____

_____

6. How would you rate the facilities for Art Education at your school?
Satisfactory _____ Needs improvement _____

_____

_____

7. How would you rate the art equipment at your school?
Satisfactory _____ Needs improvement _____

_____

_____

8. How would you rate the art materials and supplies at your school?
Satisfactory _____ Needs improvement _____

_____

_____

9. What future direction would you like to see the Art Education Program take?

_____

_____

What steps are you taking to facilitate this?

_____

_____

10. In what way has the district program specialist been helpful?

_____

_____

What additional help would you like from the district?

_____

_____

11. Do you have any concerns regarding the Art Education Program at your school?

_____

_____

_____

_____

_____

12. What qualities do you look for in selecting an art teacher? Have you asked Mr. Wassil to assist you with the selection? Y_____ N_____

_____

_____

**APPENDIX B**

## ART EDUCATION PROGRAM EVALUATION
## ART TEACHER SURVEY

Dear Art Teacher,

This survey will be used to gather information for program improvement. Please complete it and return it in the courier to Robbie Thomas, Program Evaluation Office, Educational Leadership Center (Floor 9). Returning the survey by March 13, would facilitate the evaluation process. If you have questions about the survey, please call me at 849-3200, extension 2945. Thank you.

The following program goals have been revised, giving consideration to educational accountability and reform activities taking place in the state and nation. Please read them in order to answer the following questions.

A. **Socially** (to develop):
- an appreciation and an understanding of other cultures and mankind's artistic heritage
- positive relations with others

---

B. **Emotionally** (to develop):
- a positive self-concept while building confidence in personal uniqueness through the art process
- self-control
- perseverance

---

C. **Creatively** (to develop):
- original thinking
- imagination
- visual, verbal and nonverbal expression

---

D. **Cognitively** (to develop):
- a wide range of thinking skills including problem solving and discovery
- concepts, skills and relationships to other curricular areas
- a language that will assist in expressing, critiquing and evaluating artwork

---

E. **Physically** (to develop):
- perceptual – motor or eye-hand coordination
- sensory awareness
- continuity and sequence in skill development

---

F. **Technologically** (to develop):
- an understanding and provide students with an access to emerging technology in art

---

G. **Evaluation**
(through student portfolios and projects, written work, teacher observation, and student performance)

1. In general, do you feel that these program goals are appropriate? Yes _____ No _____

What would you add or delete from the list?

Add: _____

_____

_____

_____

Delete: _____

_____

_____

_____

2. Please rate your perceived level of achievement for each goal.

1 = This goal is fully achieved
2 = This goal is partially achieved
3 = This goal is not achieved

Goal A: ___
Goal B: ___
Goal C: ___
Goal D: ___
Goal E: ___
Goal F: ___
Goal G: ___

If you are having a difficult time in achieving a goal(s), how can the district-level program specialist assist you in this effort?

_____

_____

_____

_____

3. What recommendations would you offer to the district-level program specialist to improve support services to you?

_____

_____

_____

4. Have you used the program handbook? Yes _____ No _____ Has it been helpful? Yes _____ No _____

What recommendations would you suggest to improve the existing handbook?

_____

_____

_____

_____

5. This section will help the program evaluator to understand how Art Education Programs are created.

Briefly explain how your lesson plans have evolved including how you address the developmental needs of your students.

_____

_____

_____

_____

Do you use the program handbook for assistance? Yes _____ No _____

List two major resources you use for developing your lesson plans.

a. _____

b. _____

Do you receive input from other art teachers? Yes _____ No _____

If yes, please explain how this assistance has been helpful?

_____

_____

_____

_____

Do you receive input from other classroom teachers who are not part of the art program? Yes _____ No _____

If yes, please explain how this assistance has been helpful?

_____

_____

_____

_____

Briefly explain what you hope your students will achieve as a result of their experiences in your art class(es).

_____

_____

_____

_____

6. What grade levels receive art education at your school?

Circle the appropriate levels:

K 1 2 3 4 5 6 7 8 9 10 11 12

If you are in an elementary school, the length of the class period may vary based on the grade level served. Please describe that service-delivery model by grade level including the number of days per week and the minutes of services provided.

_____

_____

_____

If you are in a middle school, please explain the six-week, nine-week, semester, etc. configuration for serving students at the different grade levels.

_____

_____

_____

What is the grade and what is the number of students in your largest class?

Grade: ___ Number: _____

7. Is your classroom facility satisfactory for providing art education?

Yes _____ No _____

If no, please explain.

_____

_____

_____

Is your classroom equipment satisfactory for providing art education?

Yes _____ No _____

If no, please explain.

_____

_____

_____

Are your materials and supplies satisfactory for providing art education?

Yes _____ No _____

If no, please explain.

_____

_____

_____

Thank you for completing the Art Education Program Evaluation survey. If you would like for the district-level program specialist to contact you personally to address issues and concerns expressed in this survey, please indicate your name and school:

_____

_____

The information that you have provided will be combined with the data from art teachers at the other schools resulting in a comprehensive report on the status of art education in the Orange County Public Schools.

**APPENDIX C**

## ART EDUCATION K-12 EVALUATION

## NEW TEACHER INTERVIEW

Teacher: _____

School: _____

1. Have you read the "Beginning Art Teacher" booklet? Y N Was this material helpful? Y N Please explain.

_____

_____

2. Explain how you planned your Art Education program for the year.

_____

_____

_____

_____

_____

Did you receive input from classroom teachers? Y N

_____

_____

3. How frequently do you see students? (schedule)

_____

_____

How much input do you have in developing the schedule?

_____

_____

Do you teach any exceptional education students? Y N Please explain.

_____

_____

4. Have you identified a unique need of students at your school that your art program is able to meet? Y N

_____

_____

_____

5. How do you evaluate students? (Look for focus on experience.)

_____

_____

6. Have you used the Art Education Handbook in planning your program? Y N
If yes, in what ways has the handbook been helpful?

_____

_____

_____

7. What recommendations would you make for improving the handbook?

_____

_____

_____

8. The following program goals were developed for Art Education. At what level do you feel these goals are reflected in your program?

(1) Ideal – this is a top priority for you.
(2) Adequate – the goal is sufficiently reflected.
(3) Need strengthening – you would like to see the goal more strongly reflected in the future.

A. **Socially** (to develop): _____
- an appreciation and an understanding of other cultures and mankind's artistic heritage
- positive relations with others

B. **Emotionally** (to develop): _____
- a positive self-concept while building confidence in personal uniqueness through the art process
- self-control
- perseverance

C. **Creatively** (to develop): _____
- original thinking
- imagination
- visual, verbal and nonverbal expression

D. **Cognitively** (to develop): _____
- a wide range of thinking skills including problem solving and discovery
- concepts, skills and relationships to other curricular areas
- a language that will assist in expressing, critiquing and evaluating artwork

E. **Physically** (to develop): _____
- perceptual – motor or eye-hand coordination
- sensory awareness
- continuity and sequence in skill development

F. **Technologically** (to develop): _____
- an understanding and provide students with an access to emerging technology in art

G. **Evaluation**
(through student portfolios and projects, written work, teacher observation and student performance) _____

For the goals you would like to strengthen, what assistance can be provided to help you accomplish this?

_____

_____

_____

9. Has the Art Education direction provided to you from the district level been satisfactory in assisting you in the implementation of your program? Y N

What recommendations would you make to improve these services?

_____

_____

_____

10. Have you attended the Art Education cluster meetings? Y N

In what way have they been beneficial to you?

_____

_____

_____

11. Have you visited another art teacher's class? Y N

How was this beneficial to you?

_____

_____

12. How would you rate the facilities for Art Education at your school?

Satisfactory _____ Needs improvement _____

_____

_____

13. How would rate the art equipment at your school?

Satisfactory _____ Needs improvement _____

_____

_____

14. How would you rate the art materials and supplies at your school?

Satisfactory _____ Needs improvement _____

_____

_____

15. Do you have a specific art program/department budget? Y N

What is the amount? _____

What other sources of funds are available to you? (ex: school internal accounts, donations, etc.)

_____

_____

Approximate amount _____

16. Do you have any concerns regarding the Art Education program at your school?

_____

_____

_____

_____

_____

**APPENDIX D**

**ATTITUDE TOWARD ART**
**STUDENT SURVEY**

Rate the statements below using the following rating scale:

1 = Strongly Agree
2 = Agree
3 = Not Sure
4 = Disagree
5 = Strongly Disagree

1. I like art class.
2. My art teacher and I discuss my progress in art class.
3. The art teacher helps me to see and develop things differently.
4. Most of the art activities have been interesting.
5. I practice art activities in my free time.
6. I find the art work of other people to be interesting.
7. In art, I get to use a lot of different kinds of materials.
8. I feel good when I am creating something in art.
9. Art is one of my best subjects.
10. I wish I could go to art more often.
11. I learn a lot in my art class.
12. Art is one of the things I enjoy most.